

5. Habits & skills that will carry on in the life of the individual P.E. not for health but for life's satisfactions, recreations & enjoyments. Well supervised to secure proper standards for performances so that the health values of the activity may be secured now & in the future.
6. Activity under the direction of responsible & capable leaders to the end that moral & social values may be secured.
7. Recognition of individual differences & individual worth. that leads to democratic organization of P.E.

P.E.

Essential part - big muscles work.

Necessary part - combined movements of arms & legs.

Complementary part - games & sport
co-ordination.

1. The summer session expert.
2. The health education expert.
3. The athletic coach expert.
4. The physical director expert.
5. The teacher, or supervisor or director of P.E.

● Classification of activities.

~~Gymnastics & sports.~~
~~Dancing~~
~~Gymnastics~~

Evaluation:

I - Effect on human organism.
1) physiologically, 2) anatomically,
3) kinesiology (movement), 4) psychologically,
5) sociologically.

II - Amount & kind of development.
- stimulation dynamic
- neuro-muscular skills
- socially, aesthetically
- emotional, self-expression, inhibition, creation
- intellectual

III - Interests of individual.
- leadership
- followership

IV - Leadership & followership.

V - Judgement.

VI - Development of self-direction.

● VII - Guidance by teacher.

Evaluation of Activities

1. Effects - physiology
anatomy
psychology
sociology
2. Development - dynamic
neuro-muscular
emotional
interpretive
3. Interests
4. Opportunity for leadership.
judgment
self-direction
guidance.

2) Adaptation of Activities.

Age, sex, needs.

- amt. of activity.
- 1) - health - postural -
gout
rheumatism
menstruation
recovery from illness.
asthma, hay-fever.
anemia
- 2) - social
- 3) - mental -
individual
- 4) - facilities
- 5) - time - maximum amt. of activity
suitable for him.
- 6) - climatic & seasonal conditions.

3) Selection of Activities .

- according to adaptation & evolution

4) Organization .

	1	2	3	4	5	6	7	8	9	10	11	12	13
RHYTHMS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SINGING GAMES	✓	✓											
STORY GAMES													
TAE GAMES	✓	✓	✓	✓	✓								
RELAYS		✓	✓	✓			✓	✓					
TEAM GAMES													

Whitehouse Conference on Child Health & Protection.

1. Minimum of 30 min. exercise daily.
2. Program suited to the individual and determined by
 - a. Physical strength.
 - Physical endurance.
 - Physical skill
 - b. Health
 - c. Social training needs.
 - d. Mental health needs.
 - e. Emotional training needs.
3. A passing mark required for promotion and graduation credit allowed.
4. Gymnasias & playgrounds available for after school hours.
5. Adequate equipment & facilities paid for by the Board of Education.
6. Trained teachers, regular members of the faculty.
7. For girls, women teachers teaching a similar program to the Women's Division of the National Amateur Athletic Association.
8. A program regarding sex, age and stage of development.
9. Athletics organized.
 1. for pupil
 2. for school spirit
 3. for community spirit
 4. inter-class competition, rather than inter-school

P. Ed. should embrace physical exercises, corrective work, health service, health education, recreation, organized games & athletics.

Promotion - success in P. Ed.
improvement in physique, knowledge of facts & principles of hygiene, practice of good health habits.

Health.
nerve stability - by - muscle activity

Natural growth - depends on use of trunk & legs.

Strength & vigor - should not show -
- less than normal amt. of muscular strength - fatigue.
- muscular instability.
- susceptibility to disease.
- lowered functioning of dynamic systems.

Heart protection. - no strain.

Chest development - by heavy exercise.

Height - mt. relationship - 10-14 yr.
maximum growth.

Metabolism - interfered with during school.

Will training - P. Ed. gives it.

Inner developmental demands -
- match adolescence.

Healthy personality -
- leadership & followership traits.

● Program Needs

1. For nervous stability - daily long periods of big muscle activity.
2. For correct muscle growth - daily vigorous exercise of big muscle groups supplemented by specific exercise of weak muscles.
3. For dynamic vigor - daily vigorous exercise of big muscle groups.
4. For heart protection - no competitive activities from ages 6-10, stimulated by social pressure & pressure of championships.
5. For health of respiratory system - daily vigorous exercise out of doors which in itself will demand deepened breathing of fresh air. Formal breathing exercises should not be used as a substitute.
6. For classification - tall well developed children grouped with children of greater chronological age than themselves.
7. For general health attitudes - participation in physical activities demanding good health basis for success in attaining desirable standards of achievement.

8. For posture - daily vigorous exercise of trunk + abdominal muscles, especially psoas + lumbar muscles.
9. For emotional health - plays + games calling for pupil leadership, courage, self sacrifice, interest in others, co-operation, chances for success.
10. For health personality - daily participation in plays + games.
11. For sex differences - boys + girls separated in most of their instructional phys. ed. activities after onset of puberty - from 12-16 yrs. no exercises for girls calling for "extreme muscular strain upon the pelvic region".
- for girls exercises of skill - not of strength + none but girls' rules for competitive games.

Program free from - emotionalism

- intense competition
- heart + pelvic strain
- all attempts to imitate boys
- spectator sports

● Elementary School Age .

A. Organic development.

1. Heart small for body size .
2. Pulse rate higher than in the adult .
3. Blood pressure lower than in the adult .
4. Metabolism greater than in the adult .
5. Temperature higher than in the adult .
6. Insufficiency of antitoxins in the blood compared to the adult .
7. Quick susceptibility to fatigue
8. Abundance of energy leading to great activity
9. Unable to endure strenuous exercise over long periods in spite of abundance of energy .

B. Neuro-muscular development .

1. Strength rapidly increasing .
2. Finer motor co-ordinations developing slowly at first but rapidly at close of this period .
3. Lacking in muscular control .
4. Slow in making adjustments .
5. Experiences difficulty in localizing movements .
6. Reaction time slow .



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